

**Level 3**

# MyPyramid

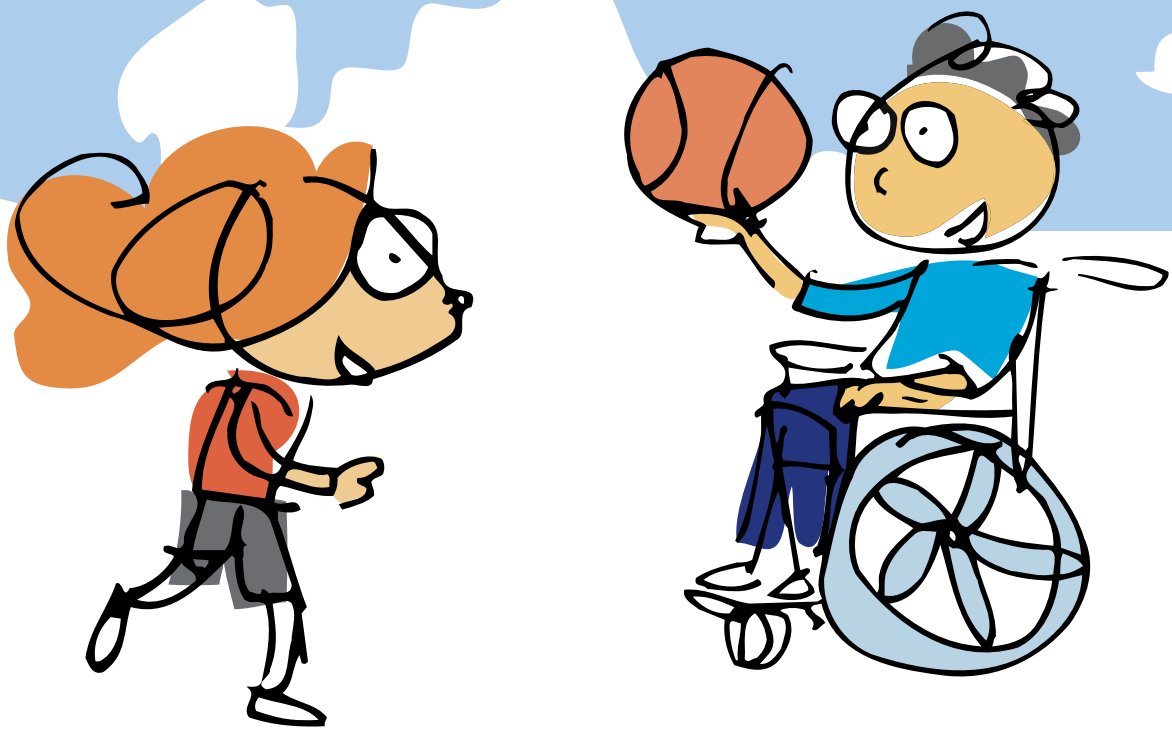
## FOR KIDS

### Lessons for Grades 5 and 6

<p><b>Grains</b> Make half your grains whole</p>	<p><b>Vegetables</b> Vary your veggies</p>	<p><b>Fruits</b> Focus on fruits</p>	<p><b>Milk</b> Get your calcium-rich foods</p>	<p><b>Meat &amp; Beans</b> Go lean with protein</p>
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**Oils** Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

★ Find your balance between food and fun      ★ Fats and sugars — know your limits



**United States Department of Agriculture**

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Dear Teacher,

The U.S. Department of Agriculture (USDA) has developed these lessons to help you teach children in grades 5 and 6 about **MyPyramid**.

The lessons feature a graphic developed specifically for elementary students titled **MyPyramid for Kids**. The lessons are designed to integrate nutrition with science, math, language arts, and health. Physical activity is also emphasized.

The lessons:

- Communicate nutrition concepts through age-appropriate, fun activities
- Contain handouts to be duplicated
- May be taught with minimal preparation
- Include a link with the school lunch program
- Provide information to send home to parents.

Also included in the lessons are: a **MyPyramid for Kids** poster, 50 **Tips for Families** flyers to send home to parents, a CD ROM with an interactive computer game, and a CD ROM with all the lesson materials and supplemental materials for educators. Your students will have fun as they learn to eat well and be physically active.

Here is a snapshot of what the three lessons cover:

Topic	Objective	Individual Student Activity	Group Activity	Lunchroom Link
Getting the Most Nutrition from Your Food	Students identify the food groups and nutrition messages that make up <b>MyPyramid for Kids</b> and learn how to choose healthier foods from each food group.	Students record the foods they eat for an entire day and categorize the foods into food groups.	Students play the <b>MyPyramid Blast-Off</b> game.	Students categorize lunchroom foods according to the food groups in <b>MyPyramid for Kids</b> .
Eating Out and Eating In — Go Lean With Protein	Students identify foods in the meat and beans group and analyze meat and bean choices from fast food restaurants.	Using the <b>Where's the Fat?</b> worksheet, students practice comparing the fat content of foods in the meat and beans group.	Students determine their own <b>MyPyramid Plan</b> by visiting <b>MyPyramid.gov</b> .	Students review the lunch menu to find all the foods from the meat and beans group. Students are asked to create signs to help promote lean protein choices to other students.
Get Your Calcium-Rich Foods	Students identify foods in the milk group and learn their health and nutrition benefits. Students learn to compare the calcium and fat content in foods using food labels.	Using the <b>What's on the Label?</b> and <b>What's the Score?</b> handouts, students practice comparing the nutrient content of foods in the milk group.	Students participate in a blind taste test with four different types of milk (fat-free, 1%, 2%, and whole milk). Students are asked to compare the taste of each.	Students analyze the food choices available in the school vending machines. The class is asked to start a campaign to add milk to the choices available in the vending machines.

# A Close Look at MyPyramid

For Kids

*MyPyramid for Kids* reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

## Be Physically Active Every Day

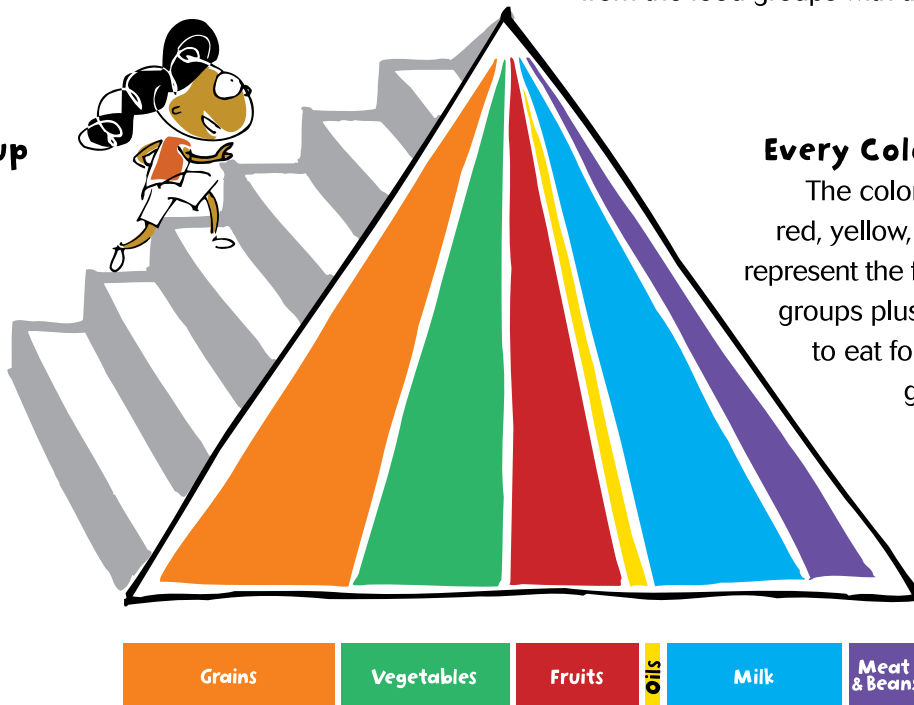
The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

## Eat More From Some Food Groups Than Others

Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

## Choose Healthier Foods From Each Group

Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.



## Every Color Every Day

The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

## Make Choices That Are Right for You

*MyPyramid.gov* is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

## Take One Step at a Time

You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.

# Table of Contents

**Lesson 1: Getting the Most Nutrition From Your Food**

**Lesson 2: Eating Out and Eating In –  
Go Lean With Protein**

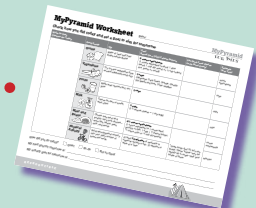
**Lesson 3: Get Your Calcium-Rich Foods**

## Reproducibles:

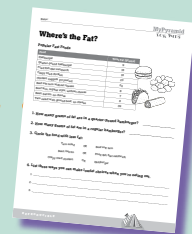
Lesson **1** *MyPyramid for Kids*  
Black-and-white handout



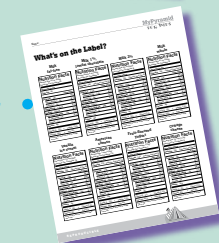
Lesson **1** *MyPyramid Worksheet*



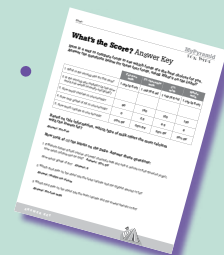
Lesson **2** *Where's the Fat?*



Lesson **3** *What's on the Label?*



Lesson **3** *What's the Score?*





# Lesson 1:

## Getting the Most Nutrition From Your Food

### Lesson Highlights

#### Objective

##### Students will:

- Review the content of *MyPyramid for Kids*, identifying food groups and important nutrition messages relating to each food group.
- Chart the foods they eat during 1 day and place each food into the appropriate food group.
- Explore the concept of choosing the healthier foods from each group and discuss examples from all the food groups.

##### Curriculum Connections:

Math, Science, Language arts

##### Student Skills Developed:

- Analysis and recordkeeping
- Understanding and interpreting visual data
- Understanding scientific inquiry

##### Materials:

- *MyPyramid for Kids* classroom poster
- *MyPyramid for Kids* black-and-white handout for each student
- *MyPyramid Worksheet* for each student
- Access to the *MyPyramid.gov* Web site during class, in the computer lab, or at home

#### Getting Started:

##### Hang the *MyPyramid for Kids* poster (full-text side) where everyone can see it.

Pass out the black-and-white *MyPyramid for Kids* handout to each student. Review the food groups and messages with your students. Have students follow along and write the name of the food groups on the handout.

Here are some points to discuss with your students:

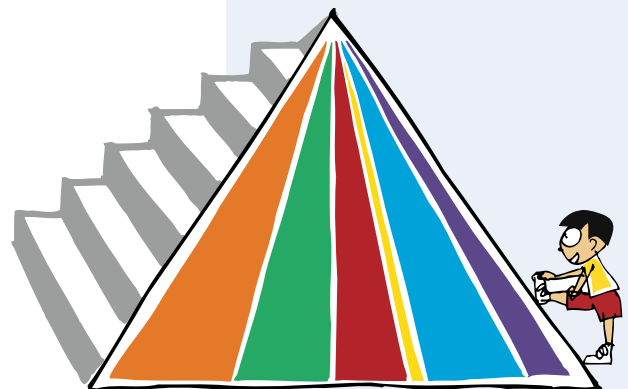
- **Make half your grains whole.** Whole grains are higher in fiber and some nutrients than other grains. Look for whole wheat or other whole grains on the ingredient label of bread bags and cereal boxes. It should be the first thing listed. Ask your students whether they can name other grains (*oats, rye, corn*). Most grains are ground into flour, then made into grain foods like cereals, bread, and tortillas. Popcorn is a whole grain too.
- **Vary your veggies.** Most people do not eat enough vegetables, especially dark green and orange vegetables. Ask students if they can name dark green and orange vegetables (*broccoli, collard greens, dark green leafy lettuce, kale, romaine lettuce, spinach, butternut squash, carrots, pumpkin, and sweet potatoes*). Vegetables have vitamins and minerals that are important for a healthy body.
- **Focus on fruits.** Variety is important. Tell students they should try to eat different colors of fruit such as oranges, cantaloupes, strawberries, grapes, and blueberries. Juice drinks should be 100% juice.
- **Get your calcium-rich foods.** Milk and milk products are sources of calcium. Tell students that they are at an age when calcium is most important because their bones are growing quickly. Ask them to name other milk products (*cheese, yogurt, ice cream*). Check the labels for fat content. (*Students may be interested to learn that there is calcium in dark green leafy vegetables, but it takes a lot to equal the calcium in a glass of milk.*)
- **Go lean with protein.** Protein is needed for growth; however, many Americans eat too much protein. Extra calories of any kind get turned into fat. (*Students will learn more about protein in Lesson 2.*)
- **Physical activity.** *MyPyramid for Kids* focuses on physical activity. Ask students whether they get 60 or more minutes of physical activity per day. Do they think most kids do? Why or why not?

- **Point out** that *MyPyramid for Kids* gives the amounts to eat in ounces and cups – ounces for the grain and meat and beans groups and vegetables, fruit, and milk are given in cups.

**Note:** ounce equivalents for grains can also be measured in cups, e.g., 1 cup ready-to-eat cereal or ½ cup cooked cereal, and ounce equivalents for meats and beans can also be measured in tablespoons, e.g., peanut butter.

### Getting the most nutrition from your food:

- Ask your students if they know why the food group stripes are wider at the bottom of *MyPyramid for Kids*. Explain that every food group has foods that you should eat more often than others; these are at the bottom of *MyPyramid for Kids*. The wider stripes at the bottom remind you to eat more of these healthier foods.
- Explain that the foods at the bottom of *MyPyramid for Kids* provide vitamins and minerals without a lot of solid fat or added sugar. Examples include: a slice of whole-wheat bread, a piece of fruit, steamed vegetables, fat-free milk, or a baked chicken breast. Tell your students that they should choose these foods most often because it is important to get the nutrients the body needs without eating too much solid fat or added sugar.
- Foods with higher amounts of solid fat and added sugar are in the narrower top area of *MyPyramid for Kids*. Tell students that occasionally everyone can enjoy these foods (for example, cake, candy, sweetened drinks, chips, and fried foods). But, eating too many of the foods from the top of *MyPyramid for Kids* could lead to weight gain.



- Every food group has foods that fall into the bottom and the top of *MyPyramid for Kids*. Here are some examples. Recreate the main text of the chart below on the board and discuss why the foods have been placed in each category. (The explanations in italics are points you might make.)

## MyPyramid for Kids Food Group Stripes

Food Groups	Wider Area	Narrower Area
<b>Grains</b>	<b>Whole-wheat bread</b>	<b>Doughnut</b>
Explanation: <i>Whole-wheat bread is a whole grain food with little fat. But doughnuts are fried and have lots of fat and added sugar.</i>		
<b>Vegetables</b>	<b>Baked sweet potato</b>	<b>French fries</b>
Explanation: <i>Baked sweet potato is an orange vegetable full of vitamins and minerals and it doesn't need butter or sugar to taste good! The French fries are also potatoes, but they are fried and have a lot of fat.</i>		
<b>Fruits</b>	<b>Peach</b>	<b>Peach pie</b>
Explanation: <i>Fresh peaches are in their most natural form and have a lot of vitamins and minerals. A slice of peach pie has less than one peach and has a lot of added sugar and fat.</i>		
<b>Milk</b>	<b>Lowfat frozen yogurt</b>	<b>Ice cream</b>
Explanation: <i>Both lowfat frozen yogurt and ice cream are desserts made from milk. The lowfat frozen yogurt is usually made from fat-free milk, while the ice cream is often made with cream, which is higher in fat.</i>		
<b>Meat and Beans</b>	<b>Baked fish</b>	<b>Fried fish</b>
Explanation: <i>Fish has lots of protein. The amount of fat depends on the way it has been cooked. Fried fish is much higher in fat than baked fish.</i>		

- Ask your students if they can think of other foods in each food group that belong on the top and bottom of *MyPyramid for Kids*. Have them write in their ideas on the *MyPyramid for Kids* black-and-white handout.





## Activity: *MyPyramid Worksheet*

Pass out the *MyPyramid for Kids Worksheet* to students. Ask students to fill out the worksheet by listing all the foods (and the amounts) they ate yesterday for breakfast, lunch, dinner, and snacks. After students have completed this task, have students categorize the foods they ate yesterday into food groups. (You may need to help students with combination foods. For example, a slice of pizza would fit into several food groups such as grains, vegetables, milk, and meat and beans.) Next, have them list their physical activity and time spent on each activity. Then have the students rate how they did yesterday and set goals for tomorrow.

## Group Activity: Play the *MyPyramid Blast-Off Game*

As a follow-up to the lesson, have students play the *MyPyramid Blast-Off Game* on the enclosed CD ROM or at [teamnnutrition.usda.gov](http://teamnnutrition.usda.gov) or [MyPyramid.gov](http://MyPyramid.gov) educators' page. In this game, students see if they can make the *MyPyramid* rocket fly. To do this they need to fill the rocket with the right "fuel"— a day's worth of smart food choices and physical activity. They will use the knowledge learned from this lesson to help them make the best choices. After students have played the game, ask what they have learned.



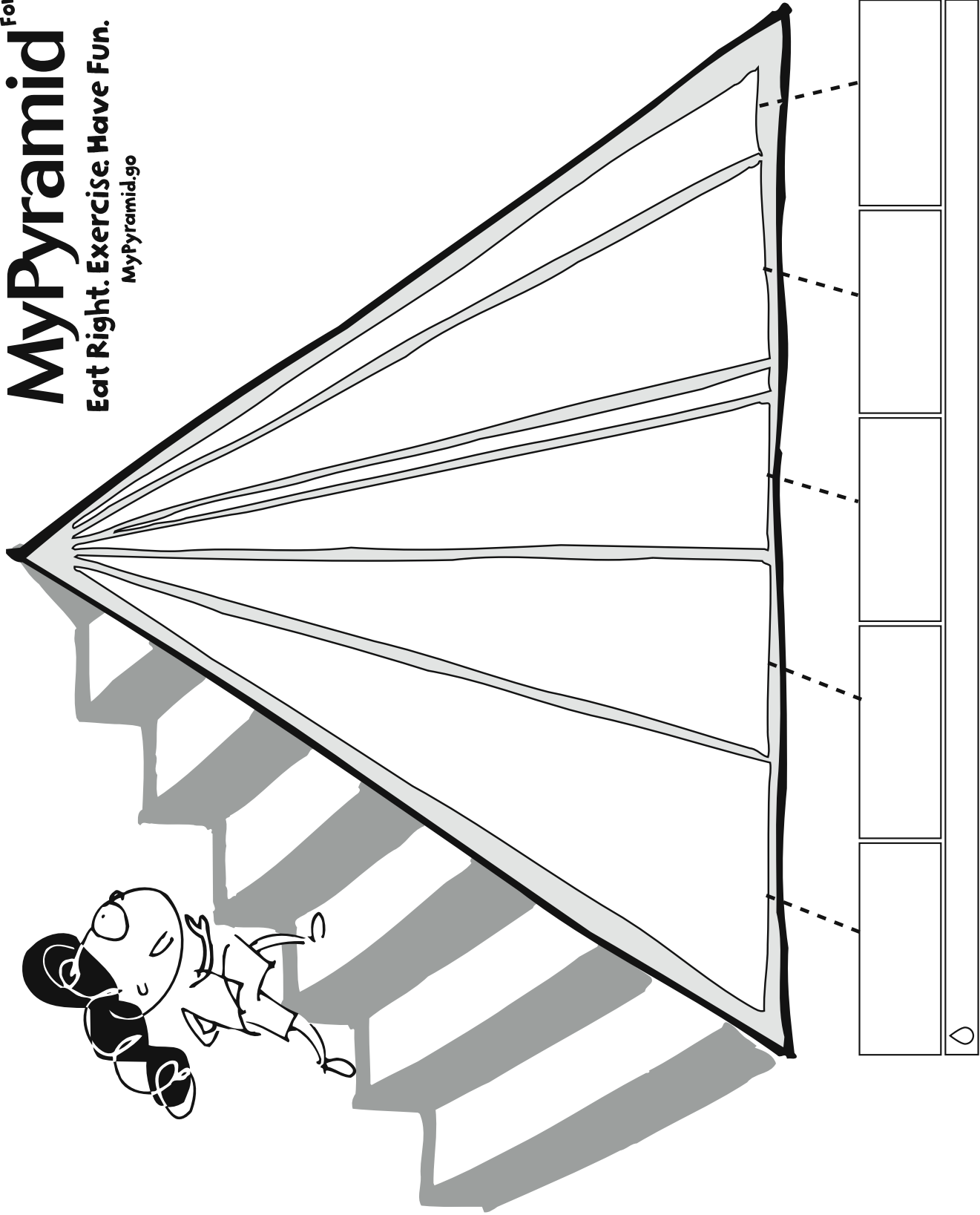
## Lunchroom Link:

Have students analyze 1 week of lunchroom menus, identifying which foods come from each of the food groups and if the foods fit on the top or bottom of *MyPyramid for Kids*.

# MyPyramid For Kids

Eat Right. Exercise. Have Fun.

MyPyramid.gov



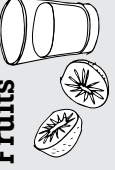





# MyPyramid Worksheet

Name: \_\_\_\_\_

# MyPyramid FOR KIDS

Check how you did yesterday and set a goal to aim for tomorrow

Write In Your Choices From Yesterday	Food and Activity	Tip	Goal (Based On a 1800 Calorie Pattern)	List Each Food Choice In Its Food Group*	Estimate Your Total
Breakfast: _____ _____ _____	<b>Grains</b> 	Make at least half your grains whole grains.	<b>6 ounce equivalents</b> (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or 1/2 cup cooked rice, pasta, or cereal)		____ ounce equivalents
Lunch: _____ _____ _____	<b>Vegetables</b> 	Color your plate with all kinds of great tasting veggies.	<b>2 1/2 cups</b> (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).		____ cups
Snack: _____ _____	<b>Fruits</b> 	Make most choices fruit, not juice.	<b>1 1/2 cups</b>		____ cups
Dinner: _____ _____ _____	<b>Milk</b> 	Choose fat-free or lowfat most often.	<b>3 cups</b> (1 cup yogurt or 1 1/2 ounces cheese = 1 cup milk)		____ cups
Physical activity: _____ _____ _____	<b>Meat and Beans</b> 	Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.	<b>5 ounce equivalents</b> (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, 1/2 ounce nuts, or 1/4 cup dry beans)		____ ounce equivalents
	<b>Physical Activity</b> 	Build more physical activity into your daily routine at home and school.	At least <b>60 minutes</b> of moderate to vigorous activity a day or most days.		____ minutes

\* Some foods don't fit into any group. These "extras" may be mainly fat or sugar—limit your intake of these.

How did you do yesterday?  Great  So-So  Not So Great

My food goal for tomorrow is: \_\_\_\_\_

My activity goal for tomorrow is: \_\_\_\_\_





# Lesson 2:

## Eating Out and Eating In – Go Lean With Protein

### Lesson Highlights

#### Objectives

##### Students will:

- Identify foods in the meat and beans group.
- Analyze food choices from fast food restaurants, choosing lower fat alternatives.

##### Curriculum Connections:

Math, Language arts, Health

##### Student Skills Developed:

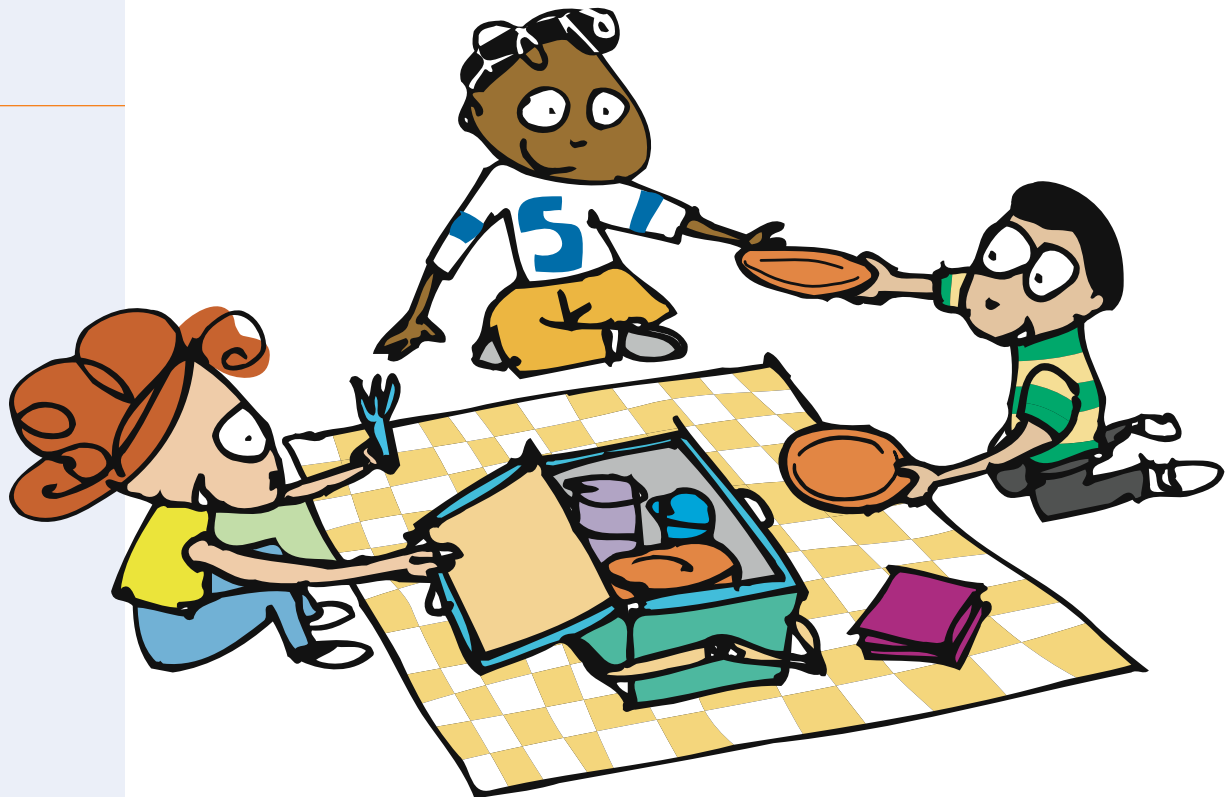
- Using viewing skills and strategies to understand and interpret visual media
- Reading and interpreting data from charts
- Recording data

##### Materials:

- *Where's the Fat?* worksheet for each student
- Computers with Internet access

#### Getting Started:

- Ask several students to share what they ate for dinner yesterday. Let several students respond. Point out that many students started by naming a food that is a member of the meat and beans group – chicken, hamburger, fish.
- Tell students that these are foods that contain protein. Challenge students to list as many foods as they can from this food group.
- Did students list the plant foods that are part of this group – dry peas and beans? (*black beans, chickpeas, falafel, kidney beans, lentils, lima beans, navy beans, pinto beans, soy beans, split peas, tofu, white beans*) Nuts and seeds? (*almonds, cashews, hazelnuts, mixed nuts, pecans, pistachios, pumpkin seeds, sesame seeds, sunflower seeds, walnuts*) Peanuts and peanut butter? Point out that these foods are staples in many cultures.
- Tell students that all these foods include protein. Scientists sometimes call protein the building block for bones, muscles, cartilage, skin, and blood.
- Point out that most people get enough of these foods. One of the challenges is in choosing foods from this group that are lower in fat.



## Activity: **Where's the Fat?**

- Hand out the *Where's the Fat?* worksheet. Tell students that it includes information about fat found in many meat and bean foods. Point out that while they probably don't decide what their family is going to eat for dinner, students may select what they eat when their family eats out. Some of their favorite meat and bean foods may be very high in fat.
- Tell students that nearly all chain restaurants have nutrition information available. They can ask for information before they make their choice.
- Have students answer the questions at the bottom of the worksheet. Working in groups, have them list at least three ways they can make lowfat choices.

## Group Activity: **MyPyramid Plan**

Have students visit *MyPyramid.gov*. Using the instructions on the site, have students determine their own *MyPyramid Plan*, entering their individual age, sex, and activity level. Then have them print out their own *MyPyramid* worksheet.

## Extension Activity:

Many chain restaurants provide nutrition information for all the foods on their menus. This information is usually available online or at the restaurants. Have students collect this information from the chain restaurants where they eat.

Divide students into groups. Each group will have nutrition information from one restaurant. Have each group prepare a short presentation to the class on smart choices from that restaurant's menu.



## Lunchroom Link:

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Have students review the lunch menu. Find all the protein choices, including proteins from plant foods. Encourage them to make signs that highlight the lean protein choices to advertise to other students.

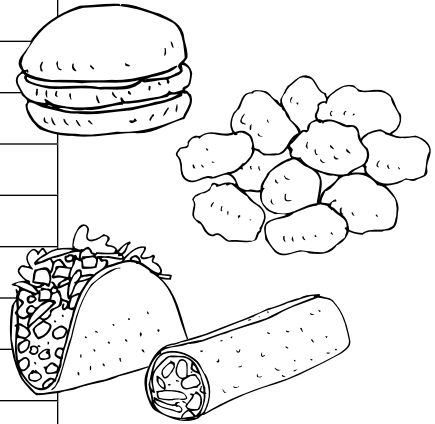
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Name: \_\_\_\_\_

# Where's the Fat?

## Popular Fast Foods

Food	Total Fat (grams)
Hamburger	9
Quarter-pound hamburger	18
Fried fish filet sandwich	18
Crispy fried chicken	23
Chicken nuggets (10 pieces)	24
Beef soft taco without cheese	8
Beef taco, regular style, without cheese	7
Bean burrito, no cheese	8
Taco salad with ground beef, no cheese	39



1. How many grams of total fat are in a quarter-pound hamburger? \_\_\_\_\_

2. How many grams of total fat are in a regular hamburger? \_\_\_\_\_

3. Circle the food with less fat:

Taco salad      OR      Beef soft taco

Bean burrito      OR      Fried fish filet sandwich

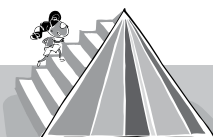
Crispy fried chicken      OR      Hamburger

4. List three ways you can make lowfat choices when you're eating out.

1. \_\_\_\_\_

2. \_\_\_\_\_

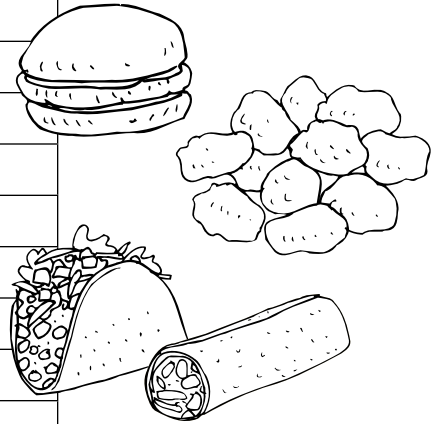
3. \_\_\_\_\_



# Where's the Fat? Answer Key

## Popular Fast Foods

Food	Total Fat (grams)
Hamburger	9
Quarter-pound hamburger	18
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Chicken nuggets (10 pieces)	24
Beef soft taco without cheese	8
Beef taco, regular style, without cheese	7
Bean burrito, no cheese	8
Taco salad with ground beef, no cheese	39



1. How many grams of total fat are in a quarter-pound hamburger? **Answer: 18 grams**

2. How many grams of total fat are in a regular hamburger? **Answer: 9 grams**

3. Circle the food with less fat:

Taco salad

OR

**Beef soft taco****Bean burrito**

OR

Fried fish filet sandwich

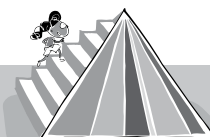
Crispy fried chicken

OR

**Hamburger**

4. List three ways you can make lowfat choices when you're eating out.

1. Choose grilled (*not fried*)
2. Choose the smaller size (*hamburger versus the quarter-pound hamburger*)
3. Look at nutrition information provided by the restaurant before making your selection.





# Lesson 3:

## Get Your Calcium-Rich Foods

### Lesson Highlights

#### Objectives

##### Students will:

- Identify foods in the milk group.
- Identify the health and nutrition benefits from eating foods rich in calcium.
- Analyze food labels to determine which foods contain the most calcium.
- Compare food labels to determine which calcium-rich foods are lowest in fat.

#### Curriculum Connections:

Math, Health, Science

#### Student Skills Developed:

- Reading charts
- Thinking skills – making comparisons
- Math computation

#### Materials:

- *What's on the Label?* handout for each student
- *What's the Score?* worksheet for each student
- Samples of fat-free, 1%, 2%, and whole milk
- Four plastic glasses (for each student trying the taste test)
- Marker

#### Activity: What's on the Label?

##### Make the following points about the health benefits of calcium-rich foods:

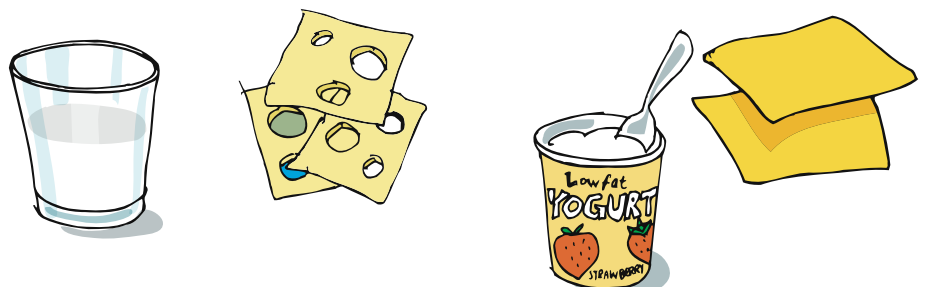
- Diets that are rich in lowfat and fat-free milk and milk products help build and maintain bone mass.
- Students their age especially need to drink milk, because this is when their bone mass is being built.

**Now pass out *What's on the Label?* handout.** Tell students that food labels give them important information about the nutritional value of the food. Discuss the following information with the students:

- Ask students to look for the words "Serving Size" on the labels. In the case of milk, the serving size is 8 fluid ounces – 1 cup.
- Next, have students find first the number of calories in a single serving of the food. Each of the first four labels is for an 8 fluid ounce glass of milk; yet they have a very different number of calories per serving. Why? Because of the fat and sugar content. Look at the calorie content for 1% chocolate milk. It is higher than the calorie content for whole milk. The extra calories come from sugar and chocolate.
- At the bottom of the food label, students will find some numbers followed by percent signs. This is where calcium is listed. Use the % Daily Value (DV) column when possible: 5% DV or less is low, 20% DV or more is high.

**Pass out the *What's the Score?* worksheet.** Have students complete the chart at the top of the page, filling in numbers from the four nutrition labels for milk. Later, check students' answers.

Next, have students use *What's on the Label?* to help them complete the questions on *What's the Score?* Check student answers and discuss.



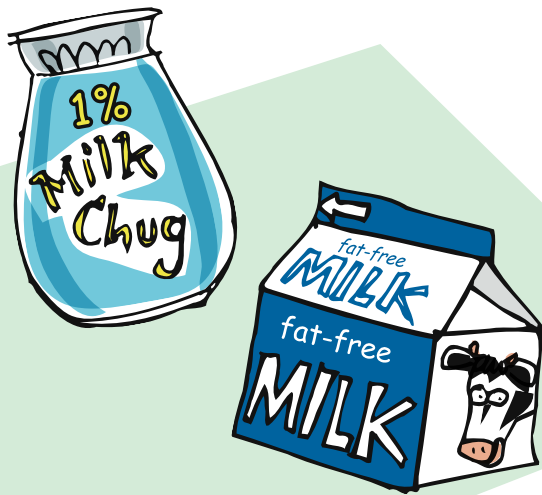


## Group Activity: Taste Test

Bring in samples of fat-free, 1%, 2%, and whole milk. With a marker, label four plastic glasses A, B, C, and D. Without showing students what you are doing, pour a small amount of the four types of milk into the glasses. (Prepare one set of glasses for each student participant.)

Now have a student come up to taste each of the four milks. Describe the tastes. Rate each. Repeat with other students trying the taste test.

Later, have students talk about how they can reduce the fat they consume by switching the milk they drink. If they usually drink whole milk, they should switch gradually to 2% milk, then to 1% milk, and finally to fat-free milk.



## Lunchroom Link:

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Does your school have vending machines? Do they offer milk for sale? If not, perhaps your class could start a campaign to add fat-free or lowfat milk to the choices available in your school vending machines.

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Name: \_\_\_\_\_

# What's on the Label?

## Milk fat-free

Nutrition Facts	
Serving Size 8 fl oz (245g)	
Servings Per Container 8	
Amount Per Serving	
<b>Calories</b> 90	Calories from Fat 0
%Daily Value*	
<b>Total Fat</b> 0g	0 %
Saturated Fat 0g	0 %
Trans Fat 0g	0 %
<b>Cholesterol</b> <5mg	0 %
<b>Sodium</b> 130mg	5 %
<b>Total Carbohydrate</b> 12g	4 %
Dietary Fiber 0g	0 %
Sugars 12g	
<b>Protein</b> 8g	
Vitamin A 10% • Vitamin C 4%	
Calcium 30% • Iron 0%	

\* Percent Daily Values are based on a 2,000 calorie diet.

## Milk 1%, chocolate

Nutrition Facts	
Serving Size 8 fl oz (245g)	
Servings Per Container 8	
Amount Per Serving	
<b>Calories</b> 170	Calories from Fat 20
%Daily Value*	
<b>Total Fat</b> 2.5g	4 %
Saturated Fat 1.5g	8 %
Trans Fat 0g	0 %
<b>Cholesterol</b> 5mg	2 %
<b>Sodium</b> 190mg	8 %
<b>Total Carbohydrate</b> 29g	10 %
Dietary Fiber 1g	5 %
Sugars 27g	
<b>Protein</b> 8g	
Vitamin A 10% • Vitamin C 6%	
Calcium 30% • Iron 4%	

\* Percent Daily Values are based on a 2,000 calorie diet.

## Milk 2%

Nutrition Facts	
Serving Size 8 fl oz (245g)	
Servings Per Container 8	
Amount Per Serving	
<b>Calories</b> 130	Calories from Fat 45
%Daily Value*	
<b>Total Fat</b> 5g	8 %
Saturated Fat 3g	15 %
Trans Fat 0g	0 %
<b>Cholesterol</b> 20mg	7 %
<b>Sodium</b> 125mg	5 %
<b>Total Carbohydrate</b> 13g	4 %
Dietary Fiber 0g	0 %
Sugars 12g	
<b>Protein</b> 8g	
Vitamin A 10% • Vitamin C 4%	
Calcium 30% • Iron 0%	

\* Percent Daily Values are based on a 2,000 calorie diet.

## Milk whole

Nutrition Facts	
Serving Size 8 fl oz (245g)	
Servings Per Container 8	
Amount Per Serving	
<b>Calories</b> 150	Calories from Fat 70
%Daily Value*	
<b>Total Fat</b> 8g	12 %
Saturated Fat 5g	25 %
Trans Fat 0g	0 %
<b>Cholesterol</b> 35mg	11 %
<b>Sodium</b> 125mg	5 %
<b>Total Carbohydrate</b> 12g	4 %
Dietary Fiber 0g	0 %
Sugars 12g	
<b>Protein</b> 8g	
Vitamin A 6% • Vitamin C 4%	
Calcium 30% • Iron 0%	

\* Percent Daily Values are based on a 2,000 calorie diet.

## Vanilla ice cream

Nutrition Facts	
Serving Size 1/2 cup (65g)	
Servings Per Container 14	
Amount Per Serving	
<b>Calories</b> 140	Calories from Fat 70
%Daily Value*	
<b>Total Fat</b> 7g	11 %
Saturated Fat 4.5g	23 %
Trans Fat 0g	0 %
<b>Cholesterol</b> 20mg	6 %
<b>Sodium</b> 40mg	2 %
<b>Total Carbohydrate</b> 15g	5 %
Dietary Fiber 0g	0 %
Sugars 15g	
<b>Protein</b> 3g	
Vitamin A 4% • Vitamin C 0%	
Calcium 10% • Iron 0%	

\* Percent Daily Values are based on a 2,000 calorie diet.

## American cheese

Nutrition Facts	
Serving Size 1 slice (19g)	
Servings Per Container 24	
Amount Per Serving	
<b>Calories</b> 60	Calories from Fat 40
%Daily Value*	
<b>Total Fat</b> 4.5g	7 %
Saturated Fat 2.5g	13 %
Trans Fat 0g	0 %
<b>Cholesterol</b> 15mg	5 %
<b>Sodium</b> 250mg	10 %
<b>Total Carbohydrate</b> 1g	0 %
Dietary Fiber 0g	0 %
Sugars 1g	
<b>Protein</b> 3g	
Vitamin A 4% • Vitamin C 0%	
Calcium 20% • Iron 0%	

\* Percent Daily Values are based on a 2,000 calorie diet.

## Fruit-flavored yogurt

Nutrition Facts	
Serving Size 6 ounces (170g)	
Servings Per Container 1	
Amount Per Serving	
<b>Calories</b> 170	Calories from Fat 15
%Daily Value*	
<b>Total Fat</b> 1.5g	2 %
Saturated Fat 1g	5 %
Trans Fat 0g	0 %
<b>Cholesterol</b> 10mg	3 %
<b>Sodium</b> 125mg	5 %
<b>Total Carbohydrate</b> 33g	11 %
Dietary Fiber 0g	0 %
Sugars 30g	
<b>Protein</b> 6g	
Vitamin A 0% • Vitamin C 0%	
Calcium 20% • Iron 0%	

\* Percent Daily Values are based on a 2,000 calorie diet.

## Cottage cheese

Nutrition Facts	
Serving Size 1/2 cup (119g)	
Servings Per Container 4	
Amount Per Serving	
<b>Calories</b> 90	Calories from Fat 20
%Daily Value*	
<b>Total Fat</b> 2.5g	4 %
Saturated Fat 1.5g	8 %
Trans Fat 0g	0 %
<b>Cholesterol</b> 15mg	5 %
<b>Sodium</b> 410mg	17 %
<b>Total Carbohydrate</b> 6g	2 %
Dietary Fiber 0g	0 %
Sugars 5g	
<b>Protein</b> 11g	
Vitamin A 4% • Vitamin C 0%	
Calcium 8% • Iron 0%	

\* Percent Daily Values are based on a 2,000 calorie diet.



Name: \_\_\_\_\_

# What's the Score?

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?				
2. Is the serving size realistic? <i>(Is this how much you would normally eat/drink?)</i>				
3. How many total calories in one serving?				
4. How many total grams of fat in one serving?				
5. What percent of calcium in one serving?				

**Based on this information, which type of milk offers the most calcium with the lowest fat?**

\_\_\_\_\_

**Now look at *all* the labels on the page. Answer these questions:**

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? \_\_\_\_\_

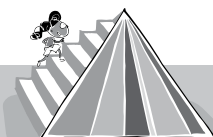
How many grams of fat? \_\_\_\_\_

2. Which food item on the sheet has the least calcium with the highest amount of fat?

\_\_\_\_\_

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

\_\_\_\_\_



# What's the Score? Answer Key

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?	1 cup (8 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)
2. Is the serving size realistic? ( <i>Is this how much you would normally eat/drink?</i> )				
3. How many calories in one serving?	90	170	130	150
4. How many total grams of fat in one serving?	0	2.5	5	8
5. What percentage of calcium in one serving?	30% DV	30% DV	30% DV	30% DV

Based on this information, which type of milk offers the most calcium with the lowest fat?

Answer: Fat-free

Now look at *all* the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? **Answer: 50% DV**

How many grams of fat? **Answer: 4 grams**

2. Which food item on the sheet has the least calcium with the highest amount of fat?

**Answer: Vanilla ice cream**

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

**Answer: Fat-free milk**

